

IMPERIALISM

British Imperialism 1870-1914

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(I) EMPIRE AND IMPERIALISM

1) *Brainstorming - work with a partner/small group and list everything you associate or know about with the following words):*

Imperialism – Empires – Colonialism - Colonies – Slavery - Slave Trade

A) DEFINING IMPERIALISM

2) *Read the text and underline all the information that could be useful for you to:*

- *define imperialism*
- *put it into its historical context*
- *distinguish it from colonialism*

Historians generally agree that colonialism as an imperialist process really took off during the period 1870 – 1914. This was when the most powerful national states in Europe, divided up and took control over much of the planet. This process established an international economic and political situation that lasted for decades, until the period of decolonisation, after the Second World War.

Colonialism, colonial expansion by European powers, really began with the occupation and conquest of North and South America and continued up until the mid 19th century. It was a slow process.

Imperialism, however, came later and was a very rapid, world wide process of expansion mainly carried out by means of military and political conquest orchestrated and backed by States.

Colonialism was based on economic penetration and control of limited territories by private (sometimes state-sponsored) trading companies. Traditional colonial practise was to take control over specific, circumscribed areas, purely in order to further colonists' commercial (trading) interests and strategies.

Imperialist expansion was, on the other hand, more like a race to seize control over whole (often huge) areas, even when there was no prospect of any immediate economic benefits for the conquerors (as was the case in many of the areas taken over in Africa in the late 19th century).

3) *Work with a partner and use the information from the text to decide which of the following is a characteristic of imperialism (I) and which of colonialism (C) give a reason for your choice. The first one has been done for you*

a) a very rapid process of conquest: Imperialism: *between 1870 and 1914 the European powers took over much of the planet – a short period.*

b) expansion took place for economic commercial reasons only: _____

c) there was direct State intervention in the conquest of new territories: _____

d) large areas of land were appropriated (taken over): _____

e) Compare your definitions with others in the class and try to find the best.

B) HISTORIANS VIEWS AND INTERPRETATIONS

1. Brainstorming:

a). Work with a partner and discuss these 3 questions then put your ideas together with those of the rest of the class, make notes on the blackboard:

- What does the word Empire mean to you?
- What about the term Imperialism? What is Imperialism?
- Do you think there is only one type of Empire or of Imperialism?

b. Do the same with these 2 questions then pool your ideas again

- What do you know about the British Empire?
- What do you know about British Imperialism?

c) And now do these last two questions and then pool your ideas again

- What do you know about any other Empires, for example: Roman, Greek, Aztec, Inca, Ottoman, Russian, Spanish, Portuguese, Persian, Mogul, Chinese?
- Do you think Britain developed a unique system of conquest and control over the nations she ruled?

2) (With you partner) read these two texts, Nation and Empire and Empire and Imperialism and answer the questions below.

1. Nation and Empire

An empire is very different from a nation which is usually made up of people with a common language, religion, and political institutions and a clear geographical location with recognised borders. The British Empire was made up of people with very different languages, religions and political institutions, thus it cannot be studied as if it were a nation.

The British Empire from 1815 to 1914 can be defined as a system of political control which was imposed, by a strong power based in London, on a number of subordinate and peripheral societies which were controlled directly by the agents of the British government and indirectly by locally elected governments even though not only their domestic (internal) policy but also their foreign policy were dictated by the British government to serve British interests.

The power relationships between Britain and the nations of the Empire differed greatly from place to place because of the diverse economic, political and social situations in each area. At one extreme were the white settler areas, such as Canada, Australia and New Zealand which, after 1870, were independent in all but name. At the other extreme were areas such as India and Kenya which were still under direct British rule when WWI broke out and, in many cases, were to remain so, for a long time to come.

2. Empire and Imperialism

The word 'imperialism' has been and is used in history to mean different things depending on the historical contexts. Usually the word 'Imperialism' is used to mean every process, including military aggression, through which a nation establishes and

enforces her rule and control over others' lands. Often, this appropriated territory is not only geographically a long way away from the imperialist nation but is also equally distant from it culturally, economically and politically.

Although to many this definition seems to fit British imperialism between 1870 and 1914 very well, most Britons would not have agreed. British Imperial rule was presented, thus perceived, as being essentially both civilised and civilising, something which benefited the colonised population. The fact that many in the native population felt British rule to be tyrannical and actively opposed, rebelled at times, did little to change public opinion who now just as likely accused the "natives" of being ungrateful. There could be as many definitions of British Imperialism as there are points of view. One further aspect of post 1815 British Imperialism that should be mentioned as it makes defining it even harder is that it was perhaps the most flexible form of imperialism ever seen in the history of the world

So Imperialism is hard to define and three main, at times conflicting, approaches have developed because historians tend to view data from one of three main viewpoints:

- The first is 'top-down'. It looks at sources close to the seat of power in order to explain the rulers' point of view, looking at imperial conquest from their position of centralised power.
- The second is a 'bottom up' peripheral view, which examines imperialism not only from the point of view of the problems of the subject populations, but also from the point of view of those (missionaries, traders, businessmen - rarely women at this time – explorers, scholars, etc.) who were involved in imperialism in a non official manner or capacity, thus remained outside the structures of formal government.
- The third is a general broader view, which sets British imperialism into a context of international economic and political developments, bringing together the points of view of both rulers and ruled. This view sees late 18th century imperialism as one of the most complex world processes ever, one where economic, cultural, political and ideological factors are inextricably linked.

Thus Imperialism is not and cannot be studied through just one theory, one approach, but rather through its international political, economic and cultural aspects and through study of the specific, individual characteristics of each imperialist nation and, of each subject nation too.

3) Complete the following, using the information in the text. Compare your answers with those of other students.

1. What do these descriptions of imperialism have in common?
2. It is difficult to give a definitive definition of imperialism because...
3. The three different approaches related to the Empire are:
4. Historians have different opinions concerning Empire and Imperialism because

The British political economist James Mill (1773-1836)* initially saw the English role in India in terms of a civilizing mission, but later he famously called it "a vast system of outdoor relief for the upper classes". Here the "relief" is a reference to Poor Relief, the basic subsistence living given to the very poor at the time, so that they did not die. During the 1800s, land owners were becoming relatively poorer, wealth was now in industry. So the first son would inherit everything (less and less each time) leaving the problem of how the 2nd, 3rd, 4th ... sons could earn a living.

*(father of **John Stuart Mill** (1806 – 1873, well-known British philosopher, political economist and MP, who was an influential liberal thinker in the 19th century).

4) Choose which of these "jobs" it seems most likely they would have chosen: *British Army Officer, Clerk, Factory worker, Doctor, Explorer, Shop-owner, Royal Navy Officer, Trader, Manager or Director in a Trading / Finance Company, Miner, Consul, Viceroy, Ambassador, Colonial Administrator, Missionary, Teacher...* discuss your choice with the class saying why. Now explain Mill's comment.

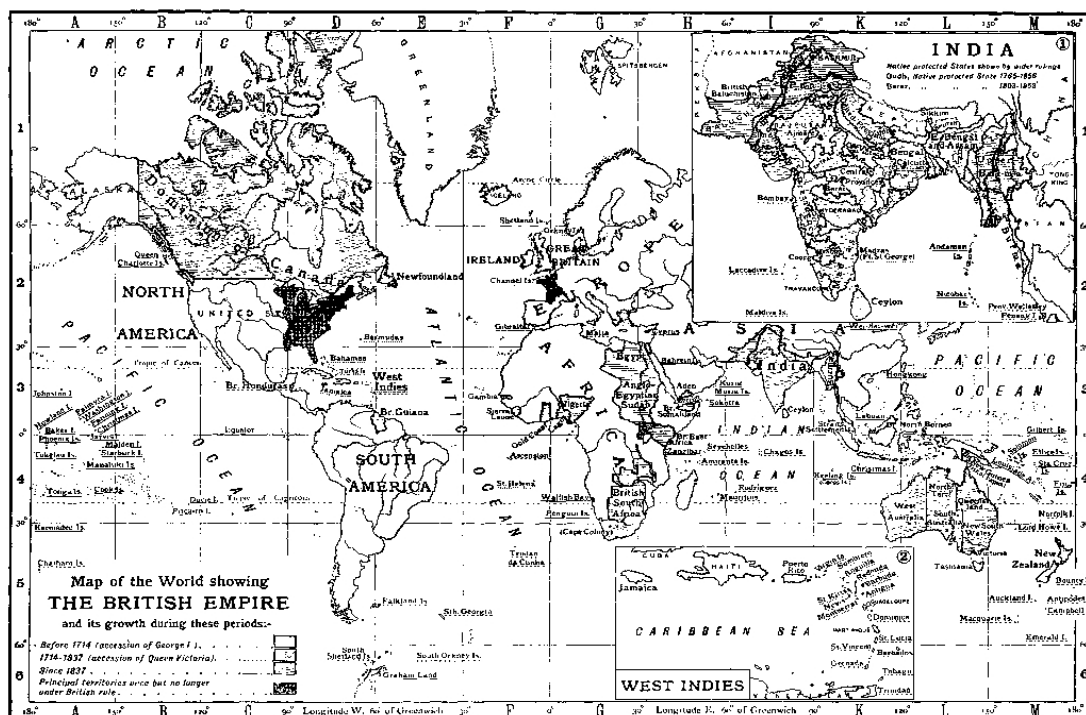
5) Class discussion: With a partner discuss the question below. Pool (put together) your ideas with the rest of the class – make notes on the blackboard then put the notes into a logical order; organise your answer by drawing up a plan of how you would answer the question. Then write a short essay on one of the following.

What reasons could there be for nations to expand overseas?

Explain why there was colonial and imperial expansion in the period 1800 – 1914

Remember: first list the points you want to make. Put them in a logical order i.e. make a plan. Then you will need a short introduction, but you can write it later. The body of the text is your plan; you set out your arguments and discuss them. Lastly you offer the reader some conclusions: these are your ideas and opinions which you must support by referring to information in the body of the text.

THE BRITISH EMPIRE IN 1910 – (from: Encyclopaedia Britannica – 1911 ed.)



C) A BRIEF HISTORY OF THE BRITISH EMPIRE

The Old Empire (1600-1870)

The British Empire grew after 1600 largely through the efforts of private individuals, private enterprise, and private trading companies. Queen Elizabeth I granted a charter to the East India Company in 1600 to develop trade with India. In 1606 the Virginia Company was founded and established the first English colony in North America one year later. In 1624, King James I brought the Virginia Company's settlements on the East Coast under direct British rule: it was first time the British government became directly involved in colonial affairs.

The old British Empire grew in the seventeenth century until stretched down through eastern areas of North America to the West Indies. By 1700, there were 13 British colonies on the East Coast of what is now the USA. However, the most profitable part of this old colonial Empire was the West Indies. The vast sugar plantations of the Caribbean islands were worked by slaves shipped over from West Africa and the profits were so important for British commerce that the government spent enormous sums of money throughout the eighteenth century on defending the West Indies from their commercial and colonising rivals in the area: the French, Spanish and Dutch.

In 1776, the 13 North American colonies rebelled against British control, mainly demanding freedom to trade, to set and collect their own taxes and, to have direct representation for the colonists in the British Parliament. The hard fought American War of Independence ended in 1783, with the Peace Treaty of Paris and the 13 colonies separated from Britain becoming the United States of America, a federal republic with a democratic constitution. Britain, however, kept her Canadian settlements.

British traders and investors now started to look east to India, where Britain had been slowly extending her influence across the sub-continent for almost two centuries and controlling the situation to protect her trade. Newly claimed Australia also attracted attention and, although it began life as a convict colony in the late 1700s, it soon became a place of settlement, attracting over 4 million British emigrants in the course of the 19th century.

The Old Colonial system was gradually dismantled between 1815 and 1870. One by one all the colonies of settlement, except the West Indies, were granted internal self-government, though remaining subject to the British Sovereign (Queen Victoria at the time). This split the Empire into two: the dependent empire, under direct rule from London; and the self-governing settlement empire.

The New Empire (1870-1914)

The years of imperial expansion (1870 – 1914) were marked, economically speaking, by the growth of British industry, trade and overseas investment and, politically, by increasing direct Government involvement in imperial affairs. It also coincided with a resurgence of European imperial rivalry, mainly in Africa and Asia. Initially, Imperialism was the subject of heated debate not only among politicians but among the general public too. However, when the Boer War (1899 - 1902) broke out in South Africa, people's enthusiasm began to wane. What did not decrease was the level of competition between the great powers in their race to carve up the world into imperial areas of control, a race which only ended when the First World War broke out.

1) What happened in ...? Fill in the gaps in the timeline using information from the text:

DATE PERIOD	EVENTS
17 th C	<i>Trade and commerce begin to develop and gradually speed up</i>
1600	<i>Queen Elizabeth grants a charter to the East India Company to develop trade with India</i>
1606	
1607	
1624	
18 th C	<i>The West Indies very important for the British Economy, Slave Trade flourishing, loss of the East Coast North American colonies</i>
1700	
1776	
1783	
1779	<i>Australia begins to be used as a convict colony</i>
19 th C	<i>By 1870 the old empire had been split into two, settlement countries were now largely self-governing, dependent areas still under direct rule. Slavery now officially banned almost everywhere.</i>
1870 to 1914	<i>The years of the <u>new</u> imperial expansion were marked by:</i>

2) First complete the following, using information from the text, then number the sentences to put them in a logical, chronological order; the first two have been numbered for you

[1] The British Government became _____ involved in colonial affairs for the _____ time in 1624.

[] In 1776, the _____ broke out. It ended in _____ with the signing of the _____ which “founded” the USA.

[] After 1870 the dependent empire remained under _____ from London.

[] In the 1700s the West Indies and not _____ was the most profitable area for _____ because of the _____ worked by _____.

[] Britain _____ a lot to protect the West Indies from _____,

_____ and _____ attacks throughout the 18th century.

[] By 1870 the empire was _____ in two: countries of the settlement area, _____, _____ and _____ were virtually _____ although the head of state was still the _____.

[2] In the 1700s, the area occupied by Britain in North America ran from today's _____ in the North down to the _____.

[] There was also an increase in _____ imperial rivalry, mainly in _____ and _____. The race to seize imperial possessions only ended when the _____ began.

[] Following the loss of the _____ Britain began to look _____ to _____ and _____, although she maintained her settlements in _____.

[] Between 1870 and 1914 the British Empire _____ fast and there was increased direct _____ in imperial affairs.

(II) THE SCRAMBLE FOR AFRICA

1) Read the text and complete the definition below.

The Scramble for Africa (or The Partition of Africa) was an acceleration in European claims to African territory in the period 1880 to 1914. Rivalry was so great that an attempt was made to mediate imperial competition at the Berlin Conference (1884 - 1885) bringing together not only the three main contenders in Africa, Britain, France and Germany, but also some “smaller European players” too. The conference largely failed and disputes over territory continued right up to the First World War by which time only two areas, Liberia and Ethiopia, remained independent, i.e. outside direct European control. In all other areas there was a transition from any earlier systems of control through military influence and economic dominance, to that of direct rule.

The Berlin Conference was _____

2) Before you read the rest of the text, make sure you know what each of the following terms means: match it to its definition below

industrialisation - trading enclave - protectionism - raw materials - costs of production - over-production - economic depression

_____	: When a country helps (protects) its own (domestic) industries by putting taxes on foreign imports and even setting a quota, a limit, on how much it will buy from another country. It does not help stop the spiral of depression.
_____	The act of becoming industrialised, developing the secondary sector (manufacturing). An industrialised nation is one where more of the GNP (Gross National Product) is produced by the secondary than the primary sector, i.e. industry produces most of the nation's wealth.
_____	: Manufacturers have many outgoings (payments to make): land, production plant, labour, investments in improvement, raw materials ... before they can even begin to produce anything or to see a profit. Prices always tend to rise too, rents, gas, electricity, and scarcity of raw materials puts up their price too. But especially in the late 19 th century labour began to cost more and more as Trade Unions demanded and obtained better wages and conditions for workers.
_____	: When the economy slows down and there is less and less activity ... less is bought, so less is produced, firms close, so less is earned (by the workers) who then have less to spend, so less is produced..... in a downward spiral leading to high unemployment and poverty.
_____	: When an industry produces far more than is demanded by the market, more than can be sold, and has a surplus of unsold goods.
RAW MATERIALS: Substances that are in their natural state before being processed or made into something else (coal, iron, cotton....)	
_____	: A settlement that has been developed solely for purposes of trading and occupies only the land on which the buildings stand.

3) *Work with a partner and underline the various reasons suggested as explanations for why there was a Scramble. Which do you think are more important, economic or political or both? Discuss your ideas with the rest of the class.*

Until the mid 19th century Africa was one of the few regions of the world relatively outside the sphere of European influence. Before the 1870s, the European presence was limited to trading enclaves on the coasts or along the main rivers where goods and slaves were bought and sold. The Slave Trade was banned in most areas during the early 1800s, so legal trading stopped. However, rapid industrialisation in many areas, especially Europe and North America, meant increasing demand for the raw materials now required for the new technologies and inventions (rubber, tin, copper, cotton, tea ...). But a long economic depression hit Europe's industrialising economies between 1872 and 1896 which meant consumption slowed (people bought less) so less was sold: Industries found they were over-producing, jobs were lost, many Europeans emigrated and new markets were needed as trade slowed too which was not helped by the European economies who increasingly adopted protectionist measures in order to help their industries survive. Costs of production were also rising, especially labour costs as workers demanded better pay and conditions. So European nations began to look for opportunities further a-field. With Britain firmly established in India, that left the rest of Asia and, of course, Africa.

Africa's interior was largely unexplored by Europeans until the 1870s. But it was soon realised that the continent offered immense natural resources. It also had a readily available and very cheap labour force and its population seemed ill-equipped or even unable to defend themselves against the invaders two-pronged attack on their society made with the guns of the military and / or the God of the Missionaries.

Africa offered Britain, France and newly united Germany, a chance for territorial and economic expansion: an open market with opportunities both for trade and for financial investment.

It has also been argued, more recently, that there were also strategic political dimensions to the Scramble for Africa. For example, France and Britain clashed over who was to control the newly opened Suez Canal (in Egypt) which was crucial for cutting transport costs as it drastically reduced the time spent at sea to reach India and the Far East as ships no longer had to circumnavigate Africa every time. Britain's efforts to get and keep control of Sudan and the Nile area reflect the importance she attached to keeping control of the upper Nile area and of safeguarding water supplies (irrigation) to occupied Lower Egypt. While France was interested in Maghreb in particular partly because it controlled access to the Mediterranean.

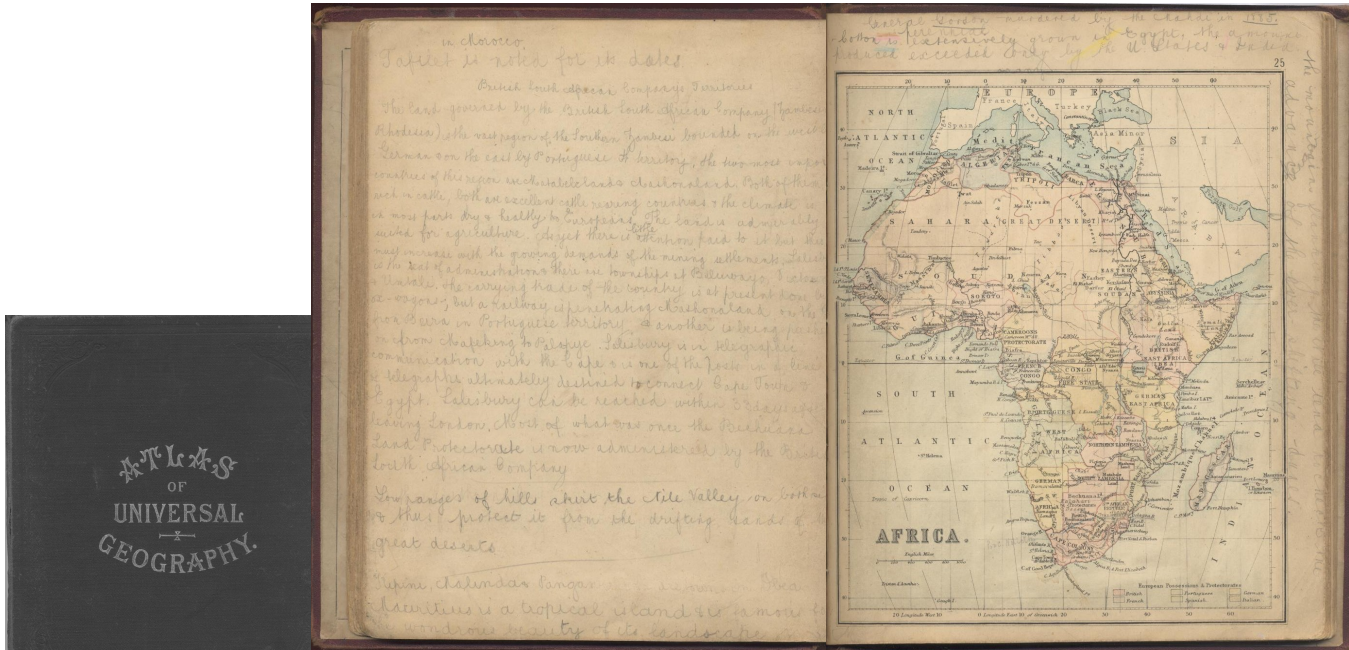
4) *Why were Britain, France and Germany main contenders in the Scramble for Africa?*

5) *The map below shows the way Africa was divided up in 1913. Work with a partner and, using the TIMELINE for AFRICA (1460 - 1913) below, identify each country and note when and by whom it was first taken over and who had it in 1913 and what sort of administration it was (colony, protectorate ... The imperialist countries involved in the Scramble are listed in the key of the map, choose a colour for each country and colour in the map so as to show which European country was where in Africa at the outbreak of WWI, label the country and put the date it was first occupied by Europeans.*

YEAR	TIMELINE for AFRICA (1460 - 1913)
1460	The Portuguese began to occupy uninhabited islands of Capo Verde and establish trading and supply posts on the Atlantic coasts of Africa
1474	The islands of Fernando Pó and Annobón colonized by Portugal. The Portuguese retained control until 1778 when they ceded (gave) them to Spain
1498	The Portuguese began to establish what became a string of Portuguese overseas colonies along the south-east African coast, later these became Portuguese East Africa, now the Republic of Mozambique
1618	James I of Britain granted a charter to a British company for trade with Gambia and the Gold Coast (now Ghana)
1655	Angola became a Portuguese colony
1765	Bissau founded as the capital of Portuguese Guinea (in West Africa)
1808	Freetown (in Sierra Leone) became a British Crown Colony
1821	The British Gold Coast formed when the British government abolished the African Company of Merchants and seized privately held lands along the coast.
1830	France invaded Algiers , conquest slow due to intense resistance. Indeed, conquest only completed in the early 1900s when the last Tuareg were conquered. France also began to show interest in Morocco. The Maghreb had far greater proven wealth than the rest of Africa and was of strategic importance because it controlled traffic entering and leaving the Mediterranean.
1843	<i>Côte d'Ivoire</i> (the Ivory Coast) became a French protectorate
1854	Orange Free State established by Dutch settlers (Boers) who were pushed north from Cape Colony (the tip of South Africa)) by the British after 1806.
1862	The French purchased the anchorage of Obock (NE Africa) and by the early 1900s it had expanded to a colony: French Somaliland
1868	The first German trading post founded in Douala (Kamerun)
1877	Italy started to expand into Eritrea and Somalia
1878	A secret deal was made between Britain and France: so long as France accepted British control of Cyprus, Britain would recognise French control of Tunisia.
1879	Portuguese Guinea became a colony (formerly it was administered by Capo Verde)
1880	British East Africa was an area controlled by the British, which developed out of British commercial interests east Africa in the 1880s. In 1920, it became Kenya.
1881	Tunisia became a French Protectorate
1882	Britain took control of Egypt's government to protect her financial interests, especially those in the Suez Canal. Technically, Egypt remained an Ottoman province until 1914, when Britain formally declared it a British protectorate
1883	France invaded Madagascar; A British Government consul was accredited to the "Kings and Chiefs of Central Africa"
1885	<u>Berlin Conference</u> : Cameroon (<i>Kamerun</i>) became a German colony; Togoland (West Africa) became a German protectorate; German South West Africa (<i>Deutsch-Südwestafrika, DSWA</i>) was established as a German colony. Spain took over the Spanish Sahara and Rio Muni, became a Spanish protectorate. France occupied Gabon, Madagascar became a French protectorate. It was agreed that in East Africa, the British "sphere of influence" extended up the coast and inland across to future Kenya. British claims to a West African sphere of influence also received international recognition. The Congo Free State was recognised as the personal property of the Belgian King Leopold II.
1888	Italy took control in areas of Somalia; The Gambia became a separate British colony.
1889	The Gambia became a British Crown Colony divided, for administrative purposes, into the colony (city of Banjul and surrounding area) and the protectorate (the rest of the

	territory).
1890	Eritrea became an Italian Colony; Sudan became a French Colony; so did Guinea (later part of French West Africa). The UK and Germany (in a treaty) agreed that Germany should have Zanzibar and they agreed on the borders of German East Africa; Uganda came under British control; The Bechuanaland Protectorate was established, expanded and administered by the British South African Authorities.
1891	Boundaries of Angola (Portuguese) finally established; the British set up the British Central African Protectorate.
1892	France took over Dahomey (now Benin).
1893	<i>Côte d'Ivoire</i> became a French colony.
1895	French West Africa (<i>Afrique occidentale française, AOF</i>) created as a union of Senegal, French Sudan, French Guinea and Cote d'Ivoire; Italy launched the First Italo-Abyssinian War against Ethiopia from its colonies of Eritrea and Somalia and was defeated; Rhodesia (later Southern Rhodesia) established (British).
1896	France annexed Madagascar; Sierra Leone became a British Protectorate.
1899	Sudan, no longer a French colony, came under British Control and was now called Anglo-Egyptian Sudan,
1900	France began trying to take control over Niger (succeeded only in 1922); France created the <i>Territoire Militaire des Pays et Protectorats du Tchad</i> (now Chad); Rio Muni, became a Spanish colony; The Niger Company came under the control of the British Government which then consolidated its hold over the area of modern Nigeria.
1901	Jan 1 st Nigeria became a British protectorate; The Gambia received its own executive and legislative councils and gradually progressed toward self-government. Gold Coast was confirmed as a British colony
1902	Uganda became officially part of the British Empire; The Orange Free State, no longer an independent Boer republic was taken over by the British
1903	Oubangui-Chari, or Ubangi-Shari: France established a colonial administration
1904	Britain recognises Morocco as a French Protectorate but Germany protests; Dahomey became part of French West Africa; Mauritania and Niger are classed as military territories and ruled by the French colonial authorities.
1905	Italy created a colony in Southern Somalia
1907	British Central African Protectorate name changed to <i>Nyasaland</i> or <i>Nyasaland Protectorate</i> (now Malawi)
1908	Administration of The Congo, re-named the Belgian Congo, came under the control of the Belgian Parliament after international protest at the abuses of the colonial system of administration operated by Leopold II of Belgium
1910	French Equatorial Africa (<i>Afrique Équatoriale Française, AEF</i>) set up: a federation of French colonial possessions in Central Africa including: Gabon, Middle Congo, (now the Republic of Congo), Ubangi Shari (now Central African Republic); The Union of South Africa founded with British / Boer co-operation.
1911	France ceded parts of French Equatorial Africa to German Kamerun. Northern territories of Southern Rhodesia (today Zimbabwe) split off and become Northern Rhodesia (today Zambia)
1912	Morocco confirmed as a French Protectorate; The Comoros (or <i>Les Comores</i>) became a French colony; Italy invaded Libya; Spanish Morocco given to Spain

What were British school students being taught about Africa at the time?



below.

In Morocco, Jafilet is noted for its dates.

British South African Company Territories

The land governed by the British South African Company (Zambesia and Rhodesia) is the vast region of the Southern Zambesi bounded on the west by German and in the east by Portuguese Territory. The two most important countries of this region are Matabeleland & Mashonaland. Both of them are rich in cattle, both are excellent cattle-rearing countries & the climate is in most parts dry & healthy for Europeans. The land is admirably suited for agriculture. As yet there is little attention paid to it but this must increase with the growing demands of the mining settlements. Salisbury is the seat of administration there are townships at Bulawayo, Victoria & Umtale. The carrying trade of the country is at present done by ox-wagons; but a railway is penetrating Mashonaland on the east from Beira in Portuguese Territory & another is being pushed on from Mafeking to Palapye. Salisbury is in telegraphic communication with the Cape & is one of the posts in a line of telegraphs ultimately destined to connect Cape Town & Egypt. Salisbury can be reached within 33 days after leaving London. Most of what was once the Bechuana Land Protectorate is now administered by the British South African Company.

Low ranges of hills skirt the Nile Valley on both sides & thus protect it from drifting sands of the great deserts.

Mauritius is a tropical island & it is famous for the wondrous beauty of its landscape

Next page top _____

General Gordon murdered by the Chahai in 1885

Cotton is extensively grown in Egypt. The amount produced exceeded only by the U. States & India

1) *She was writing about the Bechuanaland protectorate, later part of Southern Rhodesia, now Zimbabwe. What sort of picture do her notes give us of life in this area of Africa positive or negative?*

<u>POSITIVE POINTS</u>	<u>NEGATIVE POINTS</u>

2) Whose point of view is presented? _____

3) What are the main industries? _____

4) What important means of communication are currently being developed? _____

5) Who administers the area? _____

6) If you had this information would you be encouraged to emigrate and live there? _____

7) When (approximately) did she write these notes? Be a detective, two clues have been filled in for you: On her map :

a) Cape Colony is not yet The Union of South Africa so it is before 1910

b) The Congo Free State is not yet The Belgian Congo ... so it is _____

c) The Orange Free State still exists so it is _____

d) Egypt is under British control so it is after 1882

e) Italy is in control of Somalia so it is _____

f) Uganda is under British control so it is _____

g) Portuguese West Africa is established so it is _____

h) Nigeria is now under British Control so it is _____

Her map shows Africa in _____, so she must have been writing in _____

Explain your answer.

8) *With your partner summarise the main reasons why the scramble for Africa took place. Then pool your ideas with the rest of the class – make notes on the blackboard and put the notes into a logical order. Prepare a plan for a short essay together.*

(Refer back to page 6, task 5 for hints on writing an essay plan)

(III) INTERPRETATIONS OF IMPERIALISM

EARLY THEORIES.

The main theories of Imperialism began to be elaborated in the early 1900s and were based on analyses of the changes that were taking place in capitalist economies during

the process of evolution from **Liberal Capitalism (1)** to that of **protectionism (2)**, **monopolies (3)** and **finance capital (4)**.

The British writer **J. A. Hobson** (*Imperialism*, 1902) saw imperialism as the political outcome of an excess of savings produced during a HIGH phase of the international economic cycle **(5)** during which states neither imposed enough taxes nor took any other measures to re-distribute the wealth produced more evenly, through wages and salaries in order to stimulate consumption and encourage investments in domestic production. Because of lack of opportunities at home, governments encouraged capital available for investment to move abroad supporting the states' ambitions for expansion and conquest.

R. Hilferding, an Austrian social-democrat (*Finance Capital*, 1910) elaborated a classical theory of imperialism based on **the pact stipulated (6)** between industry and banks, facilitated by government measures, in order to meet the increased demand for **investment capital (7)** during the second industrial revolution. In most cases this support took the form of increasing protectionism for domestic industry which proved to be an indispensable **pre-condition (8)** for both economic-financial and political-military expansion: two fundamental **pillars (9)** of Imperialism.

MARXIST THEORIES.

Here the best known theory is (*Imperialism the highest stage of Capitalism*, 1917,) by **Lenin**, who extracted important points from Hobson and Hilferding. The book was written during the First World War. He saw WWI as the highest imperialist war since it sought to partition the world, the colonies and the spheres of influence of finance capital. Lenin sees that phase as the preparation for the final crisis of capitalism. At the centre of the process analysed there is the international expansion of the **monopoly capital (10)** which tends to develop political and economic control of less developed social and territorial entities, without necessarily achieving the direct control specific to 19th century colonialism. This is the most innovative part of Lenin's analysis and a reason for his theory's successes during the 20th century.

SOCIALDEMOCRATIC AND LIBERAL INTERPRETATION.

A social-democratic interpretation was developed from Hobson and Hilferding's analyses. It was based on the rejection of the imperialist conception as consequence or necessary degradation of capitalism and on the belief that it is possible to overcome it through a policy of reforms and democratization in states. In Liberal thinking the best known analysis is that by the Austrian economist **J. A. Schumpeter** (*Sociology of the Imperialism*, 1919) which reduces imperialism to the instinct to dominate which, he argues, has marked the history of human societies since ancient times. So it is an irrational push and, in many ways, is the exact opposite of the spirit of Capitalism, which seeks to maximise profits by **rationalising resources (11)** and avoiding waste.

THE CONTEMPORARY DEBATE

The debate among contemporary historians regarding the causes of imperialism is still wide open: in some cases these are just in-depth examinations of theses already proposed in the past, in others there are new perspectives which give more importance to less often considered factors, like the needs of domestic and foreign policies. Economic theories on this period were re-examined and developed by Eric Hobsbawm (*The Age of Empire* (1987) who does not feel that either the imperialist need to seek raw

materials or opportunities for foreign investment were as important as was the need to move unsold stocks of products, which were accumulating in Europe because of European overproduction, by the (sometimes forced) opening up new markets: imperialist conquest was thus the first significant step towards economic 'globalisation'. In the view of an English historian, David Fieldhouse, traditional interpretations of the imperialist era take an excessively 'Eurocentric' perspective, so concentrate more on the situation of the imperialist states and less on that of the colonies. He argues that to understand the difference between imperialism and earlier colonialism, the problems that were developing in the periphery **(12)** should be analysed, because these are the problems that pushed the European states to intervene politically and militarily in such a decisive way.

GLOSSARY

- (1) *Liberal Capitalism* = *laissez-faire* ideology: free market economics which argued that it is best to leave private initiative and production free of economic State intervention and with taxation limited to what is necessary to maintain individual liberty, peace, security, and property rights
- (2) *protectionism* = system of taxes and duties imposed on imports so as to help struggling domestic industry by reserving the domestic market for them.
- (3) *monopolies* = (monopoly) a company that has complete control of the product or service it provides because, for some reason or other, it is the only company that provides it
- (4) *finance capital*. = money that makes money as **it is** invested in others this is money lent to those who wish to use it in their commercial, production etc. activities (e.g. starting a business).
- (5) *HIGH phase... cycle* = a moment of economic boom when economies are developing fast; the opposite of Recession
- (6) *the pact stipulated* = the agreement signed
- (7) *investment capital* = finance capital
- (8) *pre-condition* = something that must happen or be done before something else can happen
- (9) *pillars* = supports (figurative)
- (10 a) *capital* = any asset or stock of assets – financial or physical – capable of generating wealth (income)
- (10b) *Monopoly Capital* is the capital controlled by huge corporations / multinationals so big it can control and influence worldwide market forces and, consequently, States' policies, thus distorting competition (after Paul Sweezy & Paul A. Baran, (*Monopoly Capital: An Essay on the American Economic and Social Order* (1966))).
- (11) *rationalising resources* = using resources as efficiently as possible, cutting down on waste
- (11) *periphery* = the outer edge (here) the areas of Empires furthest away from the metropolitan centres of Imperialism in Europe.

1. Find all the expressions, phrases and key words that are used in the text. Decide which are economic interpretations and which are non-economic and put them in the correct column in the table below.

Economic interpretations	Non-economic interpretations

--	--

2. Use these expressions, phrases to describe the point of view of the various historians cited. Which interpretations have points in common with which? Which have little or nothing in common?

3. Group project. Find out more about the one of these authors: **J. A. Hobson; R. Hilferding; J. A. Schumpeter; V. I. Lenin**. Prepare a brief presentation for the rest of the class.

(IV) THE BRITISH EMPIRE in 1914

MAP WORK

At the beginning of the 20th century the British Empire covered more than 11,400,000 square miles of territory. It was the largest empire the world has ever known. Label the countries and put the date they became part of the British Empire. Add any other information you think important. (You may need to use a modern atlas to help you)

Europe: UK, Ireland, Gibraltar, Cyprus, Malta; Aden

Australia,

Canada,

New Zealand

Asia: India (which includes what is now Pakistan), Ceylon (Sri Lanka today) Burma (today Myanmar), Malaya, Singapore, Hong Kong, Sarawak, New Guinea

Pacific islands Fiji, Tonga, New Hebrides, Solomon Islands

Indian Ocean: Maldives, Mauritius, Seychelles, Andaman Islands, Cocos Islands

Atlantic Ocean: Ascension Is. St Helena, Tristan da Cunha.

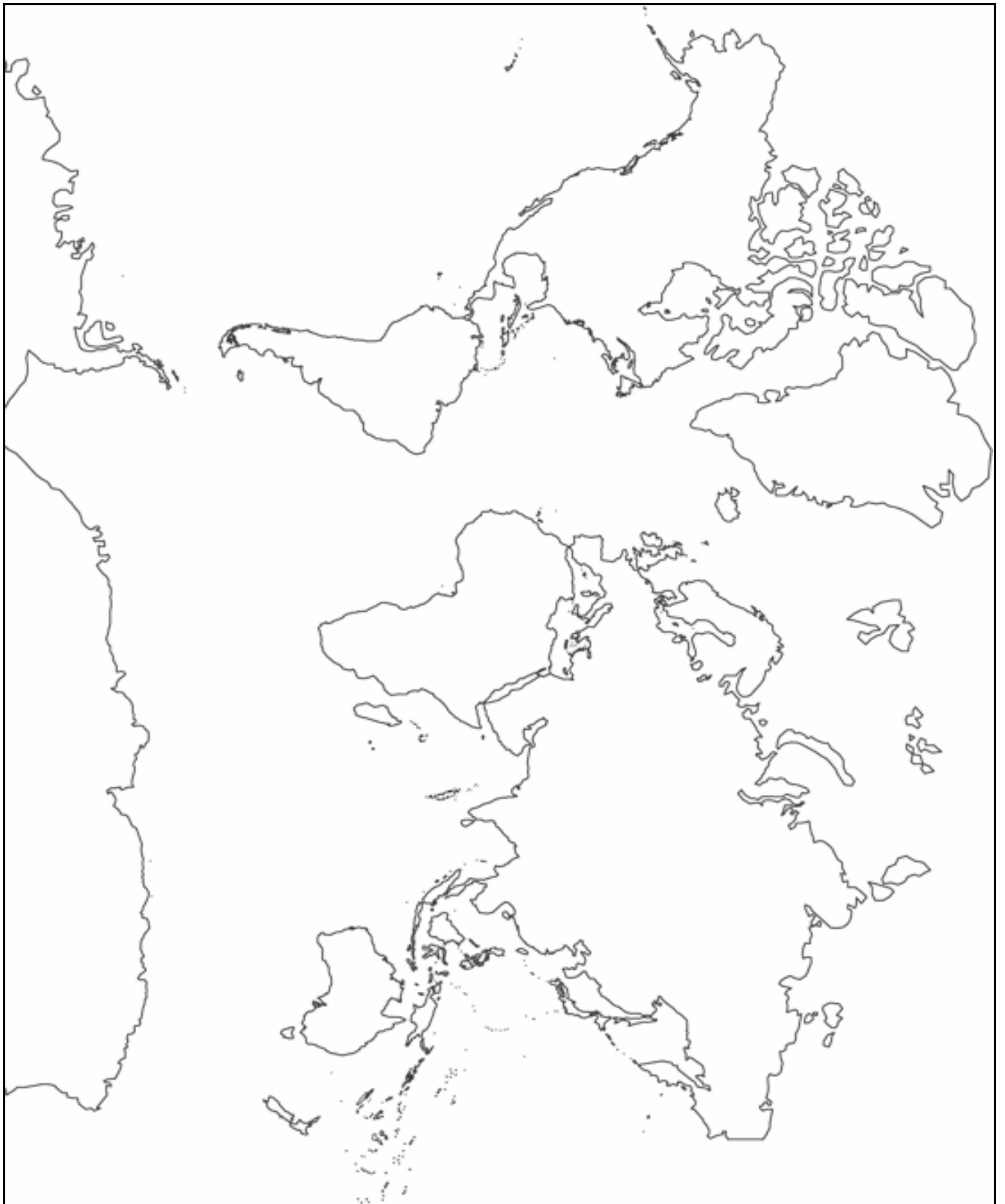
Africa: Gambia, Gold Coast, Nigeria, Sierra Leone, Northern Rhodesia, Southern Rhodesia (today's Zimbabwe and Zambia), Nyasaland, British East Africa (today's Kenya), Uganda, Egypt, Sudan, British Somaliland, South Africa

West Indies: Bermuda, Bahamas, Grenada, Trinidad, Jamaica Barbados

Central America: British Honduras

South America: British Guiana, Falkland Islands.]

THE BRITISH EMPIRE in 1914



(V) ECONOMIC IMPERIALISM

1) Pair work and class discussion

a) Study the table below with your partner and decide which of the following statements is correct. Check your answers with the rest of the class.

- A - Table 1 shows where British investments went in specific years. _____
 B - Table 1 shows which countries were investing in Britain in these years. _____
 C - It shows the total invested in £ sterling in all areas or countries. _____
 D - It gives the percentage of Britain's investment in each area or country. _____

Table 1: British foreign investment 1830-1914 (regional distribution %).

Country	1830 (1)	1854 (2)	1870 (3)	1914 (4)
Europe	66	55	25	5
United States	9	25	27	21
Latin America	23	15	11	18
British Empire - India	-	-	22	9
British Empire - Dominions	2	5	12	37
Other Regions	-	-	3	9
Total	100	100	100	100
Total investment (£m.)	110	260	770	4,107

Source: Kenwood and Lougheed, *The Growth of the International Economy 1820 – 1960*, Allen and Unwin 1971 p.43

b) Look at the graphs and descriptions below. They have been mixed up. Decide which description matches which area / country and label it accordingly. The first one has been done for you (1830 - is period 1; 1854 is 2, 1870 is 3 and 1914 is 4).

TABLE	Graph	Description
1	<p>British Empire - Dominions</p> <p>Other Regions</p> <p>United States</p> <p>£ million</p> <p>Period</p>	<p>A - Table (4)</p> <p><u>UNITED STATES</u></p> <p>After 1830 there was a <u>steady rise</u> in the percentage of Britain's financial investment going to the area, <u>which</u> <u>slowed after</u> 1854 and <u>declined</u> <u>between</u> 1870 and 1914.</p>
2	<p>British Empire - India</p> <p>£ million</p> <p>Period</p>	<p>B - Table ()</p> <p>_____</p> <p><u>Little, if any, investment</u> in 1830. Investment only really began after 1854, then rose slowly until 1914.</p> <p>C - Table ()</p>

3		<hr/> <p>Little, if any, investment before 1854 but a sharp rise after, which peaked in 1870 and began to fall off from then on and, by 1914, had dropped to less than half of what it had been at its peak.</p> <p>D - (Table (____))</p> <hr/>
4		<p>UK investment in this area dipped between 1830 and 1914, bottoming out in 1870. Thereafter it rose slowly but steadily until 1914.</p> <p>E - Table (____)</p> <hr/>
5		<p>In 1830 there was little investment in this area although it doubled in the second period. After 1870 the percentage of British investment that went to the area accelerated rapidly until 1914.</p> <p>F - Table (____)</p> <hr/>
6		<p>Steady decline in the percentage of British investment in the area from 1830 on, which accelerated between 1854 and 1870, continuing to fall, but a little less sharply, until 1914.</p>

c) Go back through the descriptions and underline the specific vocabulary (words and phrases) used to express both changes, movement up and down and quantity or amount- don't forget to include prepositions – (the first four have been done for you).

d) Read and complete the following:

Britain was a major investor in other countries and these investments and financial services offered were important for her economy and her Balance of Payments. (1)

Between 1830 and 1914 the flow of British investments abroad, where the money was invested, changed. These changes often indicate where Britain's economic and or political interest and interests lay at any one time. During this 84 year period, the percentage share of total _____ investment _____ in _____ areas: in _____ it fell from sixty-six percent to 5 percent over the 84 year period; in _____ it fell from _____ in 1830, bottomed out, was at its lowest, at 11%, in 1870 but recovered and had risen to _____ by 1914 and, lastly, _____, where twenty two _____ of total British investments went in 1870, was only receiving _____ of total investments by 1914. Between 1870 and 1914 the percentage of British investments abroad trebled in _____, rising from _____ to _____. However, by the end of the period, the largest slice of British foreign investment was going to the Empire where India and the Dominions alone, accounted for _____ of the total £ 4,107 million _____.

However, although the percentage of total investment may fall the actual amount in pounds sterling may _____. In Europe the actual amount in pounds sterling invested _____ (from _____ £ million to _____ £ million) a figure which should then be adjusted for changes in the relative value of currencies (the exchange rate) and inflation

(1) Balance of Payments: The difference between the total amount of payments one country makes to foreign countries and the amount it receives from all foreign countries.

e) Vocabulary: draw up a vocabulary table like that below (or use your usual method) and list the words and phrases you underlined in C, plus any new vocabulary from D. Divide them into four main groups: "getting bigger", "getting smaller", "expressing quantity /amount" and "time". Remember to include prepositions they are important. Put your results together and make a class glossary.

Getting bigger	Getting smaller	Expressing quantity/amount	Time
-----------------------	------------------------	---------------------------------------	-------------

encouraged to shift again and began to flow increasingly into the expanding Empire: by 1870 one third of all UK investment was going to Canada, Australia, New Zealand countries where many British migrants were going, and to India where there had been a sharp rise in investment after the Mutiny (1857) a conflict which forced the British Government to re-assess its role and take tighter political and military control over the sub-continent. Between 1870 and 1914 the proportion of total foreign investment going to the Empire continued to rise until almost one half of all UK investment overseas was going to these countries.

REASONS for changes in the flow of British investments overseas:

b) Now look back at your list and decide whether it was mainly for a “push” reason (the situation in the country concerned became less stable, or less open, pushing investors out) or for a “pull” reason (the situation in the new country became more attractive to investors and “pulled” the investments in) that British investments moved each time. Discuss your answers with the class.

3) Read the text and underline the main points and definitions given

THE BALANCE OF TRADE

The Balance of Trade is the difference between the value of all the goods and services a country sells to foreign countries (exports) and the amount it pays them for all the goods and services it buys from them (imports). It is often said that from the mid 19th century on, British industry went into slow relative decline as domestic firms became less and less able to compete with new producers in the emerging industrial nations, especially in Europe where she also lost markets partly because of increased protectionism adopted by many countries as a defence against the long Depression of the 1870’s and 80’s.

This meant that manufacturers found it harder and harder to sell goods abroad and earnings from exports rose only slowly. But if Britain constantly bought more goods abroad than she sold, spent more than she earned, obviously there would be a gap, called a Trade Deficit, between exports and imports. Some argue that the Empire helped bridge that gap, especially India from where, throughout this whole period, there was a considerable, and steady, flow of wealth into Britain.

Complete the following definitions:

1) The Balance of Trade is: _____

The opposite of deficit is _____?

[illegible]

4) *The Chart and Table 2 **UK Exports & Imports 1870 – 1913** both show the same data but in a different format. Use them to find out more about what was happening to UK imports and exports in this period*

UK Exports & Imports 1870 - 1913 (£ million)



Year	Exports	Imports	Year	Exports	Imports	Year	Exports	Imports	Year	Exports	Imports	Year	Exports	Imports
1870	199,660	304,810	1880	222,790	409,500	1890	263,530	421,530	1900	291,450	524,050	1910	430,600	678,740
1871	222,530	331,230	1881	233,950	395,660	1891	246,810	436,160	1901	280,280	522,650	1911	454,300	680,480
1872	255,970	352,330	1882	241,480	411,950	1892	227,060	424,240	1902	283,490	529,340	1912	487,500	745,240
1873	239,430	370,600	1883	239,820	426,380	1893	218,490	405,360	1903	290,900	543,390	1913	525,500	769,340
1874	239,430	367,630	1884	232,920	390,120	1894	226,400	416,950	1904	300,820	551,600			
1875	223,460	372,800	1885	213,010	370,680	1895	226,400	416,950	1905	330,200	565,470			
1876	200,590	372,230	1886	212,450	349,760	1896	240,230	442,260	1906	375,600	608,240			
1877	198,800	392,570	1887	221,410	362,400	1897	234,360	451,720	1907	426,300	646,050			
1878	192,810	363,710	1888	234,460	387,180	1898	233,390	470,790	1908	377,200	593,400			
1879	191,510	362,280	1889	248,970	428,220	1899	264,660	485,300	1909	378,300	624,950			

Complete following sentences then make three statements yourself about British trade between 1870 and 1913 using the information in the table and chart

- 1) Between 1870 and 1913, UK trade (exports / imports) _____ despite year on year fluctuations.
- 2) By 1913, exports had risen to _____ (£ million) from the 1870 figure of _____ (£ m.). Imports rose from _____ (£ m.) in _____ to _____ (£ m.) in 1913 the deficit was fairly _____.
- 3) This means that the UK was spending more abroad than she was _____ from the export of goods _____.

1 _____

2 _____

3 _____

d) Compare your statements with others in your class put your ideas together and make notes on the blackboard on Britain's Balance of Trade in the years between 1870 and 1913.

5) Reading, analysing and interpreting data to write a report. Read the introduction to report writing then carry out the task below.

WRITING A REPORT

Reports have their own structure and this is distinct from the form of an essay. Essays are mainly used to allow you to demonstrate your ideas and arguments. A written report should be clear and use a minimum of words, designed to give essential information concisely and accurately following a logical argument. This means careful planning of how you are going to set out your argument: make a list of all the points you want to make and decide in what order you wish to make them, and then deal with them one by one. Obviously, when writing a report, the first thing to do is gather your data!

TASK: The context: *It is 1915 and Britain has been fighting WWI for over a year. The government is getting worried about the disruption of trade in general, but especially with the Empire. They need to know how important economic relations (trade and finance) were especially with the Empire in 1914, the last year for which full figures are available. You have been asked to produce the report for the Minister.*

Work in small groups, and following the steps in the chart below, organise and plan your report. Some notes have been done for you.

Report	Plan your report – notes
<p>Gather your data:</p> <p>Title: should be short and clear It is often followed by an abstract.</p> <p>Abstract or Summary: this is a short summary of the report designed to help the reader decide whether the text contains information he/she may be looking for or not. It comes after the title, but <i>should be written last</i>. (You can't summarise what you haven't yet written!)</p> <p>Introduction: provides the setting for the Discussion that will follow, outlining the general context by giving any necessary background information. You should explain: <i>why</i> the report is being written and/or <i>what</i> it will show and outline its aims, premises, scope, limitations, etc.</p> <p>If specialist terms are going to be used, define</p>	<p>DATA AVAILABLE: <u>Table 1: British foreign investment 1830-1914 (regional distribution %); Table 2: UK Exports & Imports 1870 – 1913 (£ millions);</u> and the relative diagrams and graphs and various analyses of the information you have already done and any other sources information you have found yourself.</p> <p><u>How important, for Britain, was trade with the British Empire in 1914.</u></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>CONTEXT _____</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

(VI) CULTURAL IMPERIALISM

1. Imperialism and westernization
2. Popular imperialism in Britain (Text and Documents)
3. Images of Imperialism (Cartoons and Advertisements)

The Age of Empire was not only an economic and political but also a cultural phenomenon. The conquest of the globe by a 'developed' minority transformed images, ideas and aspirations both at home, in Britain, and throughout the dependent Empire and the Dominions.

1 Imperialism and westernization

In the dependent countries, westernization hardly touched anyone except the indigenous elites, those who had direct contact with the occupiers: but imperialism, its mechanisms and the Christian missions, by educating these elites in the western manner created the conditions for new social and political elites to develop, ironically often those who then led the struggle for independence in their country.

Indeed the great mass of the colonial populations hardly changed their way of life at all, though many had no choice. And even when they were in contact with the religion, the ideas and ideals imported from the west, they did not necessarily adopt them totally, but rather just took only those elements which made sense to them as they fitted in with, or could be adapted to, their own existing system of beliefs and institutions.

Imperialism brought 'westernization' to the elites of the dependent world and even this elite's eventual resistance to the west remained a westernizing process though it often attacked that same westernization for reasons of religion, morality, ideology or simply for political pragmatism. For example, Mahatma Gandhi, a Hindu, was a western-educated lawyer and both western-derived ideology and his own social and cultural origins influenced his strategies when organizing resistance to Britain.

The Age of Empire created both the conditions which formed anti-imperialist leaders and the conditions in which their voices could be heard.

But the history of the peoples and regions brought under the domination and influence of the western powers should not be told primarily in terms of resistance to the west. Indeed, with rare exceptions, the era of anti-imperial movements began during or after WWI and were led by newly westernized elites who had come into contact with such ideas when visiting, being educated, or fighting, as many colonial troops did, in the Great War in Europe .

a) Decide whether the following statements are true or false and explain why

1. The cultural imperialism of western countries affected only a minority of educated indigenous people _____

2. Indigenous people who converted to western religions often developed their own versions of the faith. _____

3 'Westernization' was a new cultural phenomenon which worked to preserve the Empire. _____

4 Gandhi strongly opposed westernization _____

5 The Age of Imperialism created the conditions for its eventual collapse. _____

6. There was widespread resistance to Imperialism among the occupied peoples before 1914. _____

2. *Group work:*

1. What does 'education in a western manner' mean? Give some examples
2. Try to define the term 'westernization' in your own words. What do you think is the difference between westernization and globalization'? Give examples.
3. Try to describe and explain the relationship between the 'westernized elites' in the countries of the Empire and the 'anti-imperialism' these same elites developed. Why were they so often leaders in independence movements?

2 Popular imperialism in Britain

1) *Before reading find out what the term popular culture means and, with the rest of the class, decide:*

- what its main features are
- who it affects
- who it involves
- how it is transmitted
- why it is transmitted and by whom?
- Is it the same as culture?

Towards the end of the nineteenth century there was increased enthusiasm for Empire among the ordinary people of Britain which MacKenzie, (1984, 1986) called *popular imperialism*. Various institutional and cultural forces helped to develop and promote a new vision of Empire among the general public. "Promotion" started in the schools, where *British school children* were encouraged to feel proud of being part of a nation which ruled the world's largest empire ever, one on which 'the sun never sets'. Hymns, written to be sung not only in Church but also at Sunday School and in school assemblies, often included at least implicit references to Empire. One of the most beautiful of all simple Victorian tunes was written to accompany '*The Day Thou Gavest, Lord, is ended*'. An important part of that hymn's message was that, while the sun might be setting on the heart of the Empire (Britain), it was rising elsewhere. National pride, national loyalty but also the association between nation and race patriotism based on ethnic identity (*Doc. 1-2 in this section*) became important contents of the curriculum for *children of the upper, middle and working classes*.

Popular literature too, did much to influence and reinforce public attitudes. Towards the end of the century the imperial romances of Rudyard Kipling, H. Rider Haggard and

Robert Louis Stevenson were very widely read. Kipling was recognised as the bard of Empire, especially with his poems '*Recessional*' (1897) and '*The White Man's Burden*' (1898), which portrayed imperialism as a noble, civilising endeavour. Kipling also realised it was important to inculcate the imperial spirit from early on and he produced equally popular literature for children too, for example the *Just - So Stories* and *The Jungle Book*.

Popular imperialism extended to activities and organisations that instilled discipline and a sense of duty in youth. There was the Boys' Brigade (1883), teetotal (alcohol was seen as a major problem in Victorian society) and with military overtones: it was set up to keep boys off the streets. The Boy Scouts (1907) were founded by Lord Robert Baden-Powell, who “drew directly on his own imperial experiences (especially during the Boer War) in shaping the group's ethos, activities and uniform” (Rosenthal, 1986; Springhall, 1977). These youth groups were just one of the ways imperialism and militarism came to influence late-Victorian popular imagination.

One of the best known and most influential evangelical organisations was the Salvation Army, which made many converts with its uniforms, bands and marches, its agricultural 'colonies', and the help it offered to migrants within the empire and to the poor at home. The Empire was publicised and commercialised as never before for domestic consumption: international fairs and exhibitions would usually include model villages where Africans and other 'exotic' peoples “lived”, to show, create an image of the Empire, of the need for “civilisation”. Museum curators prepared ethnographic exhibitions of objects from conquered peoples, even religious artefacts became “Art” and lost their true significance, nonetheless they inspired many European artists of the time. In the theatre, the dramas and emotions of imperial conquest were recreated for the entertainment and edification of audiences; while the Music Halls (variety theatres) packed their auditoriums and halls by offering programmes with imperial themes. The more extreme public expressions of patriotism even got their own term: 'Jingoism' (Doc 3 below).

2. *Underline all the information in the text that could be useful to explain:*

- A. why popular imperialism spread
- B. what values and ideals it spread and reinforced
- C. who it was mainly aimed at, what type of people
- D. with no radio or TV available, how was it transmitted

a) *Complete the chart(s) below*

	INTRODUCTION
A	
B	
C	
D	

3) *Look back at the Victorian schoolgirls notebook in the Scramble for Africa section and with your partner decide what approach / point of view to Empire was being given*

to her in other words what ideas and attitudes was she encouraged to have about Empire. Use these questions to help you and discuss your conclusions with the rest of the class.

What sort of information was she given? _____

Was there any criticism, a critical approach? _____

Was she being taught to question, offered an alternative view? _____

Was any mention made of the autochthonous inhabitants, the natives? _____

What features and facts were presented as being most important? _____

Could be seen as an attempt to encourage people to “try their fortunes” in the colonies?

3. Read documents 1 and 2 below and underline expressions, evidence, referring to the attitudes and beliefs that were spread through popular imperialism and check your answers with the rest of the class

E. the idea that there are superior and inferior races (and the arguments used to support this theory)

F. the myth of the superiority of the Anglo-Saxon race

G. the idea that imperialism was just doing its unavoidable duty: to civilise the whole world.

DOCUMENT 1 : IMPERIALISM AS RACIAL DESTINY

In 1877 Cecil Rhodes, who had just begun to make his fortune in the Kimberley diamond fields of South Africa, drafted a 'confession of faith' that expressed his messianic imperial vision, which held that it was right and proper for the 'Anglo-Saxon race' to expand at the expense of inferior peoples.

I contend that we are the finest race in the world and that the more of the world we inhabit the better it is for the human race. Just fancy those parts that are at present inhabited by the most despicable specimens of human beings what an alternation there would be if they were brought under Anglo-Saxon influence, look again at the extra employment a new country added to our dominions gives ... I contend that every acre added to our territory means in the future birth to some more of the English race who otherwise would not be brought into existence. . . . Africa is still lying ready for us it is our duty to take it. It is our duty to seize every opportunity of acquiring more territory and we should keep this one idea steadily before our eyes that more territory simply means more of the Anglo-Saxon race more of the best the most human, most honourable race the world possesses.

Cecil Rhodes, 'Confession of Faith', 1877.

DOCUMENT 2 : SOCIAL DARWINISM

Social Darwinism applied Darwin's Law of Natural Selection to human society. Darwin's law had been elaborated to explain the evolution of animals and, when applied to human society, it was turned into not only an ideological justification and explanation of political and economic competition between nations but also of the natural superiority of one race over another. The late-Victorian social theorist Benjamin Kidd was just one who sought to explain the expansion of the 'Anglo-Saxon' across the globe in terms of Darwinian theory, he argued that it was a natural law of progress that overrode humanitarian concerns for the fate of 'weaker races'.

We watch the Anglo-Saxon overflowing his boundaries, going forth to take possession of new territories, and establishing himself like his ancestors in many lands. A peculiar interest attaches to the sight. He has been deeply affected, more deeply than many others, by the altruistic influences of the ethical system upon which our Western Civilisation is founded. He had seen races like the ancient Peruvians, the Aztecs, and the Caribs(1), in large part exterminated by others, ruthlessly driven out of existence by the more vigorous invader, and he has at least the wish to do better. . . . Yet neither wish nor intention has power apparently to arrest a destiny which works itself out irresistibly. The Anglo-Saxon has exterminated the less developed peoples with which he has come into competition even more effectively than other races have done in like case; not necessarily indeed by fierce and cruel wars of extermination, but through the operation of laws not less deadly and even more certain in their result. The weaker races disappear before the stronger through the effects of mere contact... No motives appear to be able to stay the progress of such movements, humanize them how we may. We often in a self-accusing spirit attribute the gradual disappearance of aboriginal peoples to the effects of our vices upon them; but the truth is that what may be called the virtues of our civilisation are scarcely less fatal than its vices Wherever a superior race comes into close contact and competition with an inferior race, the result seems to be much the same, whether it is arrived at by the rude method of wars of conquest, or by the silent process which we see at work in Australia, New Zealand, and the North American Continent. . . .

(1) Caribs: now extinct tribes of the Caribbean area.

Benjamin Kidd, ***Social Evolution***, (New York: Macmillan, 1894), pp. 45-8

	IMPERIALISM AS RACIAL DESTINY	SOCIAL DARWINISM
E	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
F	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

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4) Read document 3 an extract from the Encyclopaedia Britannica and answer the questions as you find them in the text below

DOCUMENT 3 : Encyclopaedia Britannica 1911

- A) Why does the author feel the word empire should be re-defined?
- B) Whose point of view is considered?
- C) What type of market is developing?
- D) Which sector is going to benefit in particular?
- E) Is he saying that increased movement of populations will make “race difference” more or less marked?
- F) As you read on, underline the categories he uses to classify the human race and note the “emotional” value-laden words used. █

BRITISH EMPIRE, the name now loosely given to the whole aggregate of territory, the inhabitants of which, under various forms of government, ultimately look to the British crown as the supreme head. The term "empire" is in this connexion obviously used rather for convenience than in any sense equivalent to that of the older or despotic empires of history. (A)

The land surface of the earth is estimated to extend over about 52,500,000 sq. m. Of this area the British Empire occupies nearly one-quarter, extending over an area of about 12,000,000 sq. m. By far the greater portion lies within the temperate zones, and is suitable for white settlement. [...] (B)

The area of the territory of the empire is divided almost equally between the southern and the northern hemispheres, [...] the southern hemisphere [covers] 5,308,506 sq. m., while [...] the northern hemisphere [covers] 5,271,375 sq. m. The alternation of the seasons is thus complete, one-half of the empire enjoying summer, while one-half is in

winter. [...] one-half enjoying daylight, while the other half is in darkness. These alternations of time and of seasons [...]are thought] to have an increasingly important effect upon the material and industrial, as well as upon the social and political developments of the empire. This will become evident in considering the industrial productions of the different divisions, and the harvest seasons which permit the summer produce of one portion of the empire to supply the winter requirements of its other markets, and conversely. [...] (C & D)

The effect of climate throughout the empire in modifying the type of the Anglo-Saxon race has as yet received only partial attention, and conclusions regarding it are of a somewhat empiric nature*. The general tendency in Canada is held to be towards somewhat smaller size, and a hardy active habit; in Australia to a tall, slight, pale development locally known as "cornstalkers," characterized by considerable nervous and intellectual activity. In New Zealand the type preserves almost exactly the characteristics of the British Isles. The South African, both Dutch and British, is readily recognized by an apparently sun-dried, lank and hard habit of body. [...]

It is to be observed in reference to this interesting aspect of imperial development, that the multiplication and cheapening of channels of communication and means of travel throughout the empire will tend to modify the future accentuation of race difference, while the variety of elements in the vast area occupied should have an important, though as yet not scientifically traced, effect upon the British imperial type. (E) (F)

The white population of the empire reached in 1901 a total of over 53,000,000, or something over one-eighth of its entire population. Population, which, including native races, is estimated at about 400,000,000. The white population includes some French, Dutch and Spanish peoples, but is mainly of Anglo-Saxon race. [...]

The native population of the empire includes types of the principal black, yellow and brown races, classing with these the high-type races of the East, which may almost be called white. The native population of India, mainly high type, brown, was returned at the census of 1901 as 294,191,379. [...] The aboriginal races of South Africa [...] are rapidly diminishing in numbers, and in British South Africa it is expected that they will in the course of the twentieth century become extinct. Besides these primitive races there are the dark-skinned negroids of Bantu stock [...] From east to west across Africa the aboriginal nations are mostly of the black negroid type [...]. The tendency of some of the lower negroid types has been to drift towards the west coast, where they still practise cannibalistic and fetish rites. On the east coast are found much higher types approaching to the Christian races of Abyssinia, and from east to west there has been a wide admixture of Arab blood producing a light-brown type. In Uganda and Nigeria a large proportion of the population is Arab and relatively light-skinned.

The native races of Australia and the Polynesian groups of islands are divided into two main types known as the dark and light Polynesian. The dark type, which is black, is of a very low order, and in some of the islands still retains its cannibal habits. The aboriginal tribes of Australia are of a low-class black race, but generally peaceful and inoffensive in their habits. The white Polynesian races are of a very superior type, and exhibit, as in the Maoris of New Zealand, characteristics of a high order. The natives of Papua (New Guinea) are in a very low state of civilization. numbers is approximate, as no census has been taken. [...] The population of the empire may be calculated as amounting to something more than one-fourth of the population of the world.

Source Gutenberg Project: <http://www.gutenberg.org/etext/19699>

*Put the words and phrases you have underlined into two groups, positive and negative.
With your partner decide what was generally assumed to be true about colour and race*

at the time? What was seen as positive, what was negative? Discuss your ideas with the rest of the class. What values did the imperialists think were important? What theories seem to be accepted as “fact” i.e. are not challenged?

DOCUMENT 4 : JINGOISM

The term 'jingoism' entered the vocabulary of political debate in the late nineteenth century to describe popular enthusiasm for colonial wars and other aggressive assertions of national power. Liberal critics, like J. A. Hobson, believed the music halls and the press manipulated the patriotic emotions of the public and corrupted the democratic process.

The quick ebullition of national hate termed *Jingoism* is a particular form of this primitive passion, modified and intensified by certain conditions of modern civilisation. . . . Among large sections of the middle and labouring classes, the music-hall, and the recreative public-house into which it shades off by imperceptible degrees, are a more potent educator than the church, the school, the political meeting, or even than the press. Into this 'lighter self' of the city populace the artiste conveys by song and recitation crude notions upon morals and politics, appealing by coarse humour or exaggerated pathos to the animal lusts of an audience stimulated by alcohol into appreciative hilarity. In ordinary times politics plays no important part in these feasts of sensationalism, but the glorification of brute force and an ignorant contempt for foreigners are ever-present factors which at great political crises make the music-hall a very serviceable engine for generating military passion.

J. A. Hobson, *The Psychology of Jingoism* (London: Grant Richards, 1901), pp. 2-3.

a. Explain Jingoism in your own words. _____

b. How did Hobson define Jingoism? _____

c. Find the ways mentioned in the text by which the ideas of popular imperialism are propagated, spread and reinforced. _____

d. Why does Hobson say that music halls and public houses are “more potent educators than the church, the school, the political meeting or even the press”? _____

DOCUMENT 5 : The White Man's Burden

3) Read the text, then do the tasks below

Joseph Rudyard Kipling (1865 - 1936), perhaps best known today for his novel "The Jungle Book", was a British author and poet, born in British India, but sent to school in England, like many colonists' children were. In 1882, he returned to India where he worked as a journalist and began publishing poems and stories. He was a prolific writer and for a time very popular. He was awarded the Nobel Prize for Literature in 1907 and is still the youngest person ever to have won it.

Kipling was a master in his use of language he could convey the feelings and emotions of both the British ruling classes, the common soldiers and the natives, both servants and not. He has often been accused of jingoism, of being the voice of imperialism, and of being overly sentimental about colonialism, however much of his writing does suggest that he genuinely believed in the positive role the introduction of Western ideas could play in improving the lives of non-Western peoples. Who knows, it depends on the point of view of the critic. His nationalism, however, was not entirely uncritical: *The Old Issue* (1900) was strongly critical of the Boer War and the danger of unlimited and despotic power, and his *Recessional: a Victorian Ode* (1897), could be read as a warning to Britain that this Empire, like all other empires before it, will end.

In 1899, after he had returned to England to live, he published "*The White Man's Burden*" in a popular US magazine called *McClure's*. He wrote it partly to help sway (influence) popular opinion in the US and get people to accept their country occupying the Philippines (1899). The poem opens with a declamatory command: "*Take up the White Man's burden*" and every verse starts with the same words, like a refrain. The poem praises the spirit of self-sacrifice among colonists and the colonising powers that "*send their best*" young people to "*exile*" in the colonies in order to serve the native people. In lines 3 - 5 of the first verse (below) Kipling even seems to suggest that it is not just the native people who are enslaved, but the functionaries of empire too as they feel equally caught up, frustrated and powerless while in Colonial service.

This is the first verse of the poem:

*Take up the White Man's burden --
Send forth the best ye (1), breed--
Go bind your sons to exile
To serve your captives' need;
To wait (2), in heavy harness (3),
On fluttered (4) folk and wild--
Your new-caught, sullen (5) peoples,
Half-devil and half-child.*

Kipling recognises that the colonists' task was not easy and they often failed because of the natives' lack of co-operation, as he tells them in verse 3 (ll.21-24):

*"And when your goal is nearest
The end for others sought,
Watch sloth (6) and heathen Folly
Bring all your hopes to nought (7)"*

In other words: the colonised people did not always co-operate with the colonists and either out of laziness or by directly opposing them stopped the occupiers from always doing whatever they wanted. Kipling also later refers to the ungratefulness of the natives who resent the efforts of the Colonists to help them and would prefer to remain "uncivilized" and they cry out accusingly against the colonist "*Why brought he us from bondage / our loved Egyptian night?*" (ll. 39, 40).

(1) ye = you; (2) to wait ... on = to serve; (3) in heavy harness = doing difficult tasks;
(4) to flutter = to make short quick light movements, associated often with an idea of

inconstancy, unreliability, irresponsibility; (5) *sullen peoples* = uncooperative attitudes and behaviour; (6) *sloth*: laziness = idleness; (7) *come to nought* = come to nothing, fail

a) *Re-read the first verse and underline the words Kipling uses to describe the colonised people.*

b) *In your own words describe the native people and their attitude to the colonists as if you were Kipling*

c) *What impression, what image, does Kipling give of the average colonist? Describe him / her choosing adjectives from the list below.*

generous – brave - irresponsible – powerless - cruel - self-sacrificing – greedy –
steadfast – humble – selfish - wanting to serve – patient – intolerant – tolerant – dutiful
– unselfish – frustrated

d) *How would you describe Kipling's attitude to Empire and Imperialism? Was he for or against imperial expansion? Did he see it as beneficial for the occupied peoples? Decide what you think and discuss your answers with the rest of the class.*

3 Images of Imperialism

1) Before reading make sure you know what the following terms mean, use your dictionary if necessary:

- a) catchword – _____
- b) association of ideas – _____
- c) set of beliefs – _____
- d) symbol – _____

Images/catchwords which would be recognised by a large section of a population are very important for understanding the society that produced them as they reveal how the general public was thinking, or being encouraged to think, at the time. This is not only true of social and political cartoons, whose function was/is explicitly to transmit a message and comment on events or situations, but also to what was a fairly new area within graphic art which also tried to communicate as well as possible: advertising, for adverts too use words and symbols to amplify the force of their message.

Both cartoons and adverts try to trigger, to set off, the chain of associations that people automatically make when they see the message (word / image / symbol). These almost automatic reflex associations are culturally determined, that is, they are influenced by

the individual's previous knowledge and experience and by his/her social and economic position, politics, beliefs... The meaning of a symbol often changes over time, as societies' values change, so the message in these two types of image can give historians a good insight into what the majority of the population thought, accepted as fact, believed at any one time. Sometimes, through frequent use, a symbol may even become permanently associated with a person, a country or a concept.

CARTOON 1

Caption:
The Rhodes Colossus:
Spanning Africa from
Cape to Cairo

The Rhodes Colossus is an iconic (very famous, well and widely recognised)



cartoon about the Scramble for Africa. The person shown is British colonist, Cecil Rhodes (who gave his name to Northern and Southern Rhodesia). The cartoon was drawn by Edward Linley Sambourne and first appeared in 1892, in Punch, a British weekly satirical magazine.

1) *In pairs or small groups answer the following question (make notes). Then discuss your ideas with the rest of the class and decide.*

What do you remember about Rhodes and his ideas?

And about the Scramble for Africa?

What was the original Colossus of Rhodes?

What was it for?

Explain the caption

2) *Describe the image*

a) Describe Rhodes, his position, his attitude, how he's feeling, what he's wearing

- Where is he standing?
- How is he standing?
- Why do you think he is standing like this?
- What impression does he give you? Confidence? Power or what?

b) Comment on the perspective from which the figure has been drawn.

- What dominates in the foreground? Closest to the viewer?
- What do you associate with this image?
- Why is this first image important?
- Does it affect how viewers look at Rhodes? Does it force them to look at him at him from a single viewpoint? Is this important? Why/why not ?

3) The next closest dominant object is a *solar topee*, a special hat widely used by European colonists when in India and Africa to protect their heads from the sun (topi means hat in Hindi).

- What do you think does the cartoonist want the viewer to think about, to associate that hat with?
- What else is Rhodes holding in his hands? What is its significance (think about what the Victorian schoolgirl wrote)?
- Is there anything else in the image you think is important to understand the message the cartoonist wants to give?

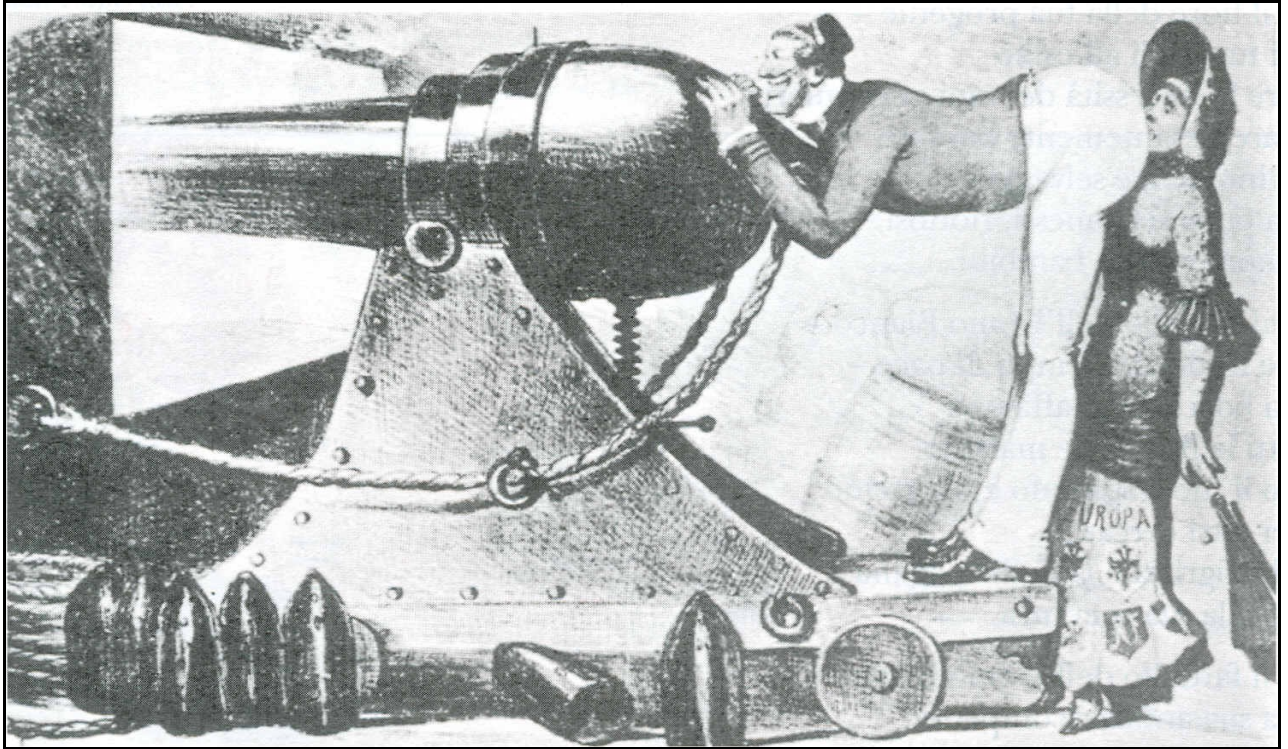
4) What *is* the message of this cartoon? What have you and your partner understood?

5) In your opinion the cartoonist pro or anti imperialism?

CARTOON 2

The Occupation of Egypt (1882)

a) **Set the scene:** before analysing the cartoon: find out about the British Occupation of Egypt and Europe's reaction to it. Pool your information in class and describe / discuss the situation in Egypt at the time. Use the Scramble for Africa timeline too.



CAPTION: “*Civiltà, Umanità, Libertà, Nazionalità, Fraternità* (1) ... Taratata... John Bull (2), with all due respect to Europe (3), speaks up in favour of Egyptian civilization”

(1) *translation:* Civilization, Humanity, Liberty, Nationality, Fraternity ...

(2) *John Bull* - had long stood for the typical “True Englishman”, a yeoman farmer image. In 19th century satirical cartoons John Bull was still the (stereo) typical Englishman, but was now more the imperialist British bourgeoisie, the privateers, traders, explorers, administrators and soldiers who were building and extending the Empire.

(3) *with all due respect to Europe* – means (here): in spite of Europe's opinion]

In this cartoon an Italian cartoonist, Casimiro Teya (1830-1897), offers his view of the British occupation of Egypt. This cartoon appeared on 18th July 1882 in “*Il Pasquino*”, an Italian satirical magazine which was first published in Turin, in 1856.

b) Analyse the cartoon with a partner by completing the chart below.

The Occupation of Egypt (1882)

1	Are there any words / text in the cartoon? Where?		
2	Describe the people portrayed	MAN	WOMAN
a)	How are they dressed?		
b)	How are they feeling? (describe their position, facial expression)		
c)	Who or what do you think they represent?		
d)	What are they doing?		
e)	Can you identify them by name?		
f)	Are they realistic?		
g)	Are they stereotypes?		
h)	What sort of relationship do they seem to have?		
3	Where is the action set (taking place)?		
4	Describe the objects in the cartoon. Start with the one that seems to dominate the scene, by size or visual impact - it is probably the most important, then the next most important etc.		

5	Do these objects have any symbolic meanings for you? If so, what do you associate them with?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
6	Look at the title: what is the Cartoonist saying re-write it in your own words.	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
7	Which particular aspect(s) of cultural imperialism is the cartoonist commenting on/criticising, or both?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
8	Summarise the message you think the cartoonist wanted to give the reader.	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

ADVERTISEMENT 1

The White Man's Burden

Kipling's verbal image "White Man's Burden" quickly became a popular catchword, not only in Britain, indeed, it became *so* widely known, understood and accepted as a set of beliefs that among others (1) the advertisements of a major soap manufacturer, *Pears'*, began to use it as a slogan in its adverts because the company was so confident about the positive associations of ideas it would set off in people's minds.

(1) It was not only used by them to attract attention and give a message. For example Edward Morel, a British (anti-imperialist) journalist in the Congo Free State, refereed to it to attract attention to his 1903 article on the abuses of imperialism when he entitled it "The Black Man's Burden". The article was a severe criticism of imperialism and of King Leopold II's Congo Free State in particular.

The first step towards lightening
The White Man's Burden
 is through teaching the virtues of cleanliness.
Pears' Soap
 is a potent factor in brightening the dark corners of the earth as civilization advances, while amongst the cultured of all nations it holds the highest place—it is the ideal toilet soap.

All advertisers rely on symbols as well as words because symbols amplify a message by exploiting culture based associations of ideas. They will obviously only use those triggers they are sure will create positive feelings towards their product. Look at the advert below, which appeared in the early 1900s. Then analyse it, but before you do...

1) **BRAINSTORMING:**
When was the advertisement published? How much do you know, can you remember, about Britain in that period? About her economy, where she was in Africa and in the rest of the world. About her relations with Europe and with the countries of the Empire? What did people think about the Empire at the time? Put your ideas together to build up the context.

2) *Analyse the text underneath the image:*

The first step towards lightening

The White Man's Burden

is through teaching the virtues of cleanliness.

Pears' Soap

is a potent factor in brightening the dark corners of the earth as civilization advances, while amongst the cultured of all nations it holds the highest place- it is the ideal toilet soap.

a) *Underline the key words and phrases that refer to the poem*

b) *How strong is the link between the ad and the poem? Put a cross*

very strong ----- quite strong ----- midway ----- rather weak ----- very weak

c) *Lightening has two meanings it could be a pun, the humorous use of a word that has two or more meanings. Find the two meanings of the word and explain the pun.*

Meaning 1: _____

Meaning 2 _____

Make statements starting: It could mean ... It could be ... Could it be? Etc.

d) *Do you think it is likely Pears' would have intended to make a pun?*

very likely ----- quite likely ----- midway ----- unlikely ----- very unlikely

e) *Discuss / explain your answers to c) and d) with your partner / the rest of the class.*

3) *Analyse the main image*

a) Describe the main character portrayed and the setting

A) Where is he? _____

B) What is he wearing? _____

C) What is he doing? _____

D) What impression does he make on you, his facial expression, his position?

He is choose adjectives from the box

Calm, controlled, authoritative, threatening, dependable, untrustworthy, slovenly, military, reliable, reassuring, frightening, afraid, self-assured, angry, agitated, dirty, untidy, satisfied, irritated, competent, inefficient, happy

E) Is he realistic? A stereotype? _____

F) Do you know his name? _____

b) Do any of the objects which appear in the main picture have any particular symbolic meaning or do they just tell us where he is?

c) Does the setting itself have a symbolic meaning/association?

4) *Analyse the frame around the main image*

There is a small image in each corner, describe each one:

- a) top left: _____
- b) top right : _____
- c) bottom left: _____
- d) bottom right: _____
- e) What activity/activities do you associate these images with? _____

5) *What sort of market, what sort of person do you think Pears' was trying to reach and sell their product to? Give reasons for your choice.*

- a) Working classes?
- b) Middle classes?
- c) Upper classes?
- d) Everyone / Anyone?
- e) Colonists in particular?
- f) Other:

6) *What does this tell you about popular opinion regarding Imperialism in the early 1900s? Was it seen as necessary? As good? Or bad? Or some of each? Did people just accept and not ask too many questions about what was going on? Did most people agree with Kipling's view? Explain your ideas. And discuss them in class.*

7) *Compare the message and point of view of the advertisement "The White Man's Burden" with that of the cartoon "The Occupation of Egypt".*

The Occupation of Egypt		The White Man's Burden	
message	point of view (of)	message	point of view (of)

ADVERTISEMENT 2

CAPTION:

The Formula of British Conquest

1) *Set the scene. Before analysing the cartoon find out about the British Occupation of the Soudan (Sudan) and about Gordon of Khartoum who died in 1884, the year the cartoon was published. Pool your information in class and describe / discuss what was happening in that area at that time.*



2) *Analyse the Text(s):*

a) What is the title?

b) Why did the cartoonist choose that title? _____

c) What is it referring to? _____

d) Read the text below the cartoon:

PEARS' SOAP IN THE SOUDAN

"Even if our invasion of Soudan has done nothing else it has at any rate (1) left the Arab something to puzzle his fuzzy head over (2), for the legend

PEARS' SOAP IS THE BEST

inscribed in huge white characters on the rock which marks the farthest point of our advance towards Berber, will tax (3) the wits (4) of the Dervishes of the Desert to translate." — Phil Robinson, War Correspondent (in the Soudan) of the Daily Telegraph in London, 1884.

(1) *at any rate* = in any case; (2) *to puzzle his fuzzy head over* = to think about; (3) *to tax* = put under strain; (4) *wits* = intelligence

e) When was the cartoon published? _____

f) What was the journalist (Phil Robinson) referring to when he wrote:
“Even if our invasion of Soudan has done nothing else it has left the Arab something to think about?” Why “done nothing else? (What happened in 1884?)

g) Look at what the journalist says about the Sudanese and discuss his comments with a partner, make notes. What do you think his attitude was towards both natives and the Empire? You can use these questions to help you start.

- What is he implying when he says “it will tax the wits of..... to translate?”
- What does he call them; does he describe them at all?
- Is he complimentary?
- What is a Dervish?

3. *Describe the image and comment on it:*

a) Are there any words in the image itself? _____

b) How and where are they written? _____

c) What does the choice of graffiti suggest? _____

d) What about the natives? How are they standing? What are they doing? Describe them. _____

e) *How would you say they have been portrayed?*

4. *What message do the image and caption together give?*

5. *What do you think the cartoonist feels about Imperialism? What is his point of view?*
(Note: The Daily Telegraph which he quotes from was/is considered a fairly Conservative newspaper).

6. *In your opinion, which particular aspect of cultural imperialism does the cartoon illustrate and reinforce? Why?*

CARTOON 3

**The Crisis of Empire
1895-1914
The Boer War**

**CAPTION:
HAIL KITCHENER!
VICTOR AND
PEACEMAKER!**

**Lord Kitchener returns
victorious from the Boer War
as 'Victor and Peacemaker'.**

This cartoon was published in *Punch*, on 9th of July 1902. *Punch* was a British weekly magazine of humour and satire that was published continuously from 1841 to 1992 and then again, briefly, from 1996 to 2002. It appealed to an educated, thinking, mainly middle-class readership.



1) Set the context of the cartoon by finding out about the Boer War(s) especially in the year the cartoon was published, what do you think the cartoon is about victory or defeat? Who was Lord Kitchener? Share your information with the rest of the class.

2) Analyse the cartoon with a partner by answering the questions in the chart below.

1	<u>When and where was the cartoon published</u>	<hr/> <hr/> <hr/> <hr/>
2	<u>Are there any words or text in the cartoon? If yes, where?</u>	<hr/> <hr/> <hr/> <hr/>

3	<u>Describe the people</u>	MAN	WOMAN
a)	<i>How are they dressed?</i>	_____	_____
		_____	_____
		_____	_____
b)	<i>How are they feeling? (describe their position facial expression)</i>	_____	_____
		_____	_____
		_____	_____
c)	<i>Who or what do you think they represent?</i>	_____	_____
		_____	_____
d)	<i>What are they doing?</i>	_____	_____
		_____	_____
e)	<i>Can you identify them by name? (if so, who?)</i>	_____	_____
		_____	_____
f)	<i>Are they realistic?</i>	_____	_____
		_____	_____
g)	<i>Are they stereotypes?</i>	_____	_____
		_____	_____
h)	<i>What sort of relationship do they seem to have?</i>	_____	_____
		_____	_____
		_____	_____
		_____	_____
4	<u><i>What about the horse? What is it like?</i></u>	_____	_____
		_____	_____
		_____	_____
		_____	_____
5	<u><i>Where is the action set (taking place)?</i></u>	_____	_____
		_____	_____
		_____	_____
		_____	_____

6	<u>Describe the objects in the cartoon.</u>	<hr/> <hr/> <hr/> <hr/>
7	<u>Do these objects or anything else have any symbolic meanings for you? If so, what do you associate them with?</u>	<hr/> <hr/> <hr/> <hr/>
8	<u>Which particular aspect(s) of myths of cultural imperialism is the cartoonist commenting on, criticising, or does he do both?</u>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
9	<u>Summarise the message you think the cartoonist wanted to give the reader, what he wanted to tell people.</u>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
10	<u>Examine the cartoonist's point of view. In your opinion was he critical of, or praising, Kitchener's action. Remember where the cartoon was published</u>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

3) Class Discussion: "A picture is worth a thousand words" is a common saying. Is it true? Are images more effective, better than words, at transmitting messages? Sometimes? All the time? When? Why? Why not?

ROUND TABLE DISCUSSION

Find out about one of the people listed below who lived at that time; their lives, their attitudes, their beliefs and approach to Imperialism.

Edward Morel, (British Congo Reform Campaign);

Jules Ferry, (French Prime Minister);

The Kaiser (Ruler of Germany);

American Anti-Imperialism League a member or representative

Dr David Livingstone (Scottish Missionary - explorer);

Henry Morton Stanley (U.S. Journalist – explorer);

Pierre Paul François Camille Savorgnan de Brazza (French Naval Officer – explorer and ...);

Lady Florence Baker (East European - British Traveller);

Mary Kingsley, (British Explorer);

King Leopold II of Belgium;

Cecil Rhodes, (businessman explorer);

Rudyard Kipling (British, writer);

Mahatma Gandhi (in South Africa 1893 – 1914);

Joseph Conrad (British author) – experiences in the Congo (1890);

Lord Baden Powell (South Africa);

Salvation Army representative

Gordon of Khartoum

De Beers (or other) mining company employees supervisor & native worker

And anyone else you can think of who lived in the period 1870 – 1914 who was involved in the European Empires, in some way or another.

Take a role: choose to be one of these people. Tell the rest of the class a few biographical details about yourself and then act as they would during a round table discussion about some aspects of Imperialism, You decide your topic, or start by someone saying something like “Imperialism means progress” and see what happens.